

2024年度大学院修士課程一般入学試験（第I期）問題

研究科名	科目名
文学研究科 国際言語教育専攻	英語 (No.1)

問題1 Emergent Bilingualについて述べた文章を読んで、後の問いに答えなさい。

We prefer, and use here, the term *emergent bilingual* because it has become obvious to us that much educational inequity⁷ is derived from obfuscating*¹ the fact that a meaningful education will not only turn these English learners into English proficient students, but more significantly, into bilingual and multilingual students and adults. *Emergent bilingual* most accurately indexes the type of student who is the object of our attention—those whose bilingualism is still emerging*².

Thinking of these students as emergent bilinguals has important consequences not only for them, but also for teachers, policymakers, parents, the language education profession, and U.S. society at large. The use of the term *emergent bilinguals* allows us to imagine a different scenario. Instead of being regarded as "limited"¹ in some way or as mere "learners of English," as the terms *limited English proficient* or *English language learner/English learner* suggest, students are seen instead for their <ウ> to become bilingual or even multilingual. Their emergent bilingualism begins to be recognized as a cognitive, social, and educational resource to be leveraged, which is consistent with research on this topic.

For teachers, working with these students as emergent bilinguals means holding higher expectations of them rather than simply remediating their limitations and focusing on their English learning. In recognizing the emergent bilingualism of students, educators are building on their strengths—their linguistic and cultural practices. They are thereby making positive use of the students' home language and bilingual practices, rather than suppressing or ignoring them.

In naming these students as emergent bilinguals, policymakers can begin to require a more rigorous curriculum and more challenging instructional material for them and recognize that language development takes time. Educational policymakers become more patient, understanding that, as research has clearly shown, it takes students 5 to 7 years to develop features of what is considered an additional language⁷. And, it becomes easier to demand that assessment be valid for *all* bilinguals. A more flexible norm can then be adopted that includes all students along a bilingual continuum, instead of insisting on a rigid monolingual standard.

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The term *emergent bilingual* recognizes the fact that our linguistic performances are always emerging, depending on the task that we are asked to perform. Our linguistic performances are never done, completed, finished[＊]. Teachers of emergent bilingual students are thus challenged^力 to provide rich affordances that will encourage students to use suitable language features to perform academic tasks for a particular audience.

Giving emergent bilinguals a name that does not focus on their limitations means that their family and community language practices are seen as an educational resource. Instead of assigning blame to parents and community for language practices that may not include English, the school can begin to see the parents and community as the experts in the students' linguistic and cultural practices, which are the basis of all learning. As a result, family and community members will be able to participate in the education of their students from a position of strength, not from a position of limitations.

*1 obfuscate : to make something less clear and harder to understand, especially intentionally

*2 emerge : to develop or evolve as something new, improved

García, Ofelia and Jo Anne Kleifgen. 2018. *Educating Emergent Bilinguals*. New York: Teachers College Press, pp.4-5

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文学研究科 国際言語教育専攻	英語 (No.3)

- 問1 ____アの原因だと筆者が考えていることを本文の内容に基づいて簡潔に述べなさい。
- 問2 ____イは何を意味するのか、**Emergent Bilingual** との違いを踏まえて説明しなさい。
- 問3 < ウ >に入れる語として最も適切なものを選び、記号で答えなさい。
- A. potential B. probability C. proficiency D. viability
- 問4 ____エが何を意味するのか、カミンズの説に基づいて説明しなさい。
- 問5 ____オで筆者が述べようとしていることをわかりやすく説明しなさい。
- 問6 ____カがどのような意味で使用されているのか、内容に基づいて説明しなさい。
- 問7 筆者は生徒の家庭語（母語）をどう位置付けるべきだと考えているか。
- 問8 筆者は **Emergent Bilingual** という用語を使用することの意義をどのように考えているか、本文の内容に基づいて述べなさい。

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問題2 次の文章を読んで、後の問いに答えなさい。

Most people from other countries who study the Japanese language say it is very difficult to learn. Even Japanese themselves believe that their language is somehow unique and are convinced that it must be extremely hard for other peoples to master. Non-Japanese who learned to speak fluent Japanese were once looked upon as not quite normal and were known as *henna gaijin* or "odd foreigners₁." With time, this term has gone out of use, but it reflected the *a priori* belief on the part of many Japanese that their language was extraordinarily difficult and could not possibly be mastered by any normal foreigner.

The Japanese people's perception of their language no doubt derives from their consciousness of the unusual homogeneity₂ of their society and culture, which have evolved over the centuries as a unified state with one standard language. Assuredly, there was some mixing of other ethnic groups, like the Koreans who came to Japan in ancient times as artisans and were later naturalized. Elements of other languages were incorporated into Japanese such as the ideographs₃ and words introduced in ancient times from Chinese and words from the language of the Ainu people of northern Japan. Comparatively speaking, however, Japan has always been quite homogeneous, and the insularity of the country is largely responsible for this. The archipelago lies a considerable distance off the eastern edge of the Asian continent, and for centuries it had only limited contact with other countries and peoples.

Although both native speakers themselves and foreigners in particular have long been convinced that Japanese is a very difficult language to learn, today this image is gradually fading. No longer confined₄ to their island existence, Japanese have easy access to the rest of the world by convenient and relatively inexpensive air transport, and more Japanese are travelling abroad today than ever before. As their contact with other cultures, customs, and languages has increased, Japanese awareness of the world has gradually matured. Their interest in language in general has broadened and grown more diverse. Today public television offers courses in English, French, German, Spanish, Russian, Chinese, and Korean. Anyone can study a foreign language free of charge. Textbooks and dictionaries for these and many other languages are available in the nearest bookstore.

At the same time, people from other countries who come to Japan have also increased in number and many more are seriously studying the language. It is now not unusual to hear non-native speakers of Japanese who can hold their own quite adequately on television and radio, and there are some who have published works in creditable Japanese in books, newspapers or magazines. Only quite rarely do we hear the old tag, *henna gaijin*. We are nearing the day when Japanese will be accepted as just one of the many languages of the world

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—not a peculiar, unique language, nor one so very difficult to learn—just another language.
And this is the way it should be.

The Japan Foundation (1989) Invitation to the Japanese Language 1-3 より抜粋

- 問1 下線部1 "odd foreigners" (変な外人) とは、①誰が誰を指して呼んだ呼び名か。
また、②なぜそのように言うのか、本文の内容に沿って簡潔に述べなさい。
- 問2 下線部2 "unusual homogeneity"の原因だと筆者が考えていることを本文の内容に
基づいて簡潔に述べなさい。
- 問3 下線部3 "ideographs"に該当するものを次の①～⑥のなかから一つ選び、記号で
答えなさい。
- ① characters with sounds
 - ② characters with meanings
 - ③ drawings with sounds
 - ④ drawings with meanings
 - ⑤ graphs with sounds
 - ⑥ graphs with meanings
- 問4 下線部4 "confined"に最も意味の近い語を次の①～⑤のなかから一つ選び、記号で
答えなさい。
- ① condemned ② concluded ③ concerned ④ compared ⑤ contained

問5 本文の終盤で筆者は、「日本語は決して特殊でもなく、特別に学習が困難な言語でも
なく、世界の数ある諸言語の一つに過ぎないことが認識されつつある」と述べている
が、その理由として筆者が述べていることを簡潔に述べなさい。